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ABSTRACT

One of a series of activity guides, this publication offers a variety of learning activities and resource materials to help teachers and students celebrate special days and events in autumn. The activities and resources are especially designed to develop communications skills of students in grades 4-8; however, they are easily transferable to other topics and age levels. The guide begins with a list of special days and events in September, October, and November. Background information and activities are presented for the following days and events: (1) multicultural observances in September; (2) Better Breakfast Month; (3) California Admission Day; (4) the anniversary of the "Star Spangled Banner"; (5) Constitution and Citizenship Day and the adoption of the Bill of Rights; (6) the first day of autumn; (7) Native American Day; (8) Columbus Day; (9) Fire Prevention Week; (10) United Nations Day; (11) Halloween; (12) National Book Week and American Education Week; (13) Veteran's Day; and (14) Thanksgiving. Appendices include teaching suggestions for writing complete sentences, clustering, and developing paragraphs; a list of hundreds of topics for description, characterization, dramatization, narration, imaginative writing, reporting, and motivation; and a form for evaluating the activity guide. (DC)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

LET'S CELEBRATE!

Here is what you've been waiting for! The Education Code for the State of California requires that thirteen days of national importance shall be properly observed in each classroom. Since it is imperative that students be aware of the persons and events that have shaped our country's past and present, and are shaping its future, these booklets are gladly offered. Celebrations make learning profitable and pleasant.

Seasonal guides will be distributed for Autumn, Winter and Spring observances. Lessons featuring the various Communications Skills will be presented for each of the thirteen days. In addition, a monthly calendar will list a variety of occasions celebrated by people across our land.

The activities are easily transferrable to other topics and adaptable to all ages. It is hoped that the calendars will be springboards to both research and flights of fancy. Create your own celebrations! People obviously take advantage of any reason or excuse to have fun. Join them!

Lesson suggestions are just starters to get your own creative juices flowing. Please write on the Evaluation page activities you have added and want to share.

CALENDAR FOR AUTUMN

This is a much edited version of *Chases' Calendar of Annual Events*. From the multitude of entries, you and your students can celebrate anything from Appleseed, Johnny to Zubulon Pike Day. It might be fun to have your class whip up other schools' excitement for a Kern County entry. Joining interest groups and celebrating is a very American activity. CELEBRATE!

SEPTEMBER

*September – Better Breakfast Month
*September 2, 1752 – Calendar Adjustment Day
September 5 – Be Late for Something Day (Procrastinators Club of America)
September 6 or 16, 1629 – Mayflower leaves Southampton, England
*September 9, 1850 – California Admission Day
September 9 – National Grandparents' Day
September 10, 1846 – Sewing Machine patented (Elias Howe)
*September 14, 1814 – National Anthem Day
September 15, 16 week – National Hispanic Heritage Week – Mexican Independence
*September 17, 1787 – American Constitution Week – Citizenship Day
September 21, 1893 – First Gasoline Motor Car (Duryea brothers)
*September 22, 1980 – Autumn begins
September 22 – Rosh Hashanah – Jewish New Year
September 25, 1513 – Balboa Discovers Pacific Ocean
September 25, 1690 – First American Newspaper (Boston, Mass.)
September 26, 1774 – Johnny Appleseed Birthday
*September, Fourth Friday – Native American Day
September 30 – National Needlework Week

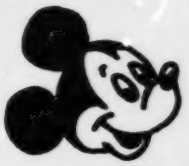
OCTOBER

October, First Monday – Child Health Day
October, First Monday – Universal Children's Day (United Nations 1953 – 120 nations)
October 2, 1872 – Phileas Fogg Wager Day
October 4-11 – Day of Bread, National Macaroni Week, Oktoberfest, Apple Harvest
October 4, 1957 – Space Calendar Year One (Sputnik, USSR)
October 5 – National Story Telling Festival
October 5-11 – Unicorn Question Season ("It is the quest, not the capture that is vital" – Peter Thomas, poet)
*October 6-10 – Fire Prevention Week
October 9 – Leif Erikson Day
October 11 – General Pulaski Day
*October, Second Monday – Columbus Day, Dia de la Raza
October 13-17 – National Pet Health Week
October 20-24 – National Joke Telling Week, National Popcorn Week
October 23 – Swallows Depart from San Juan Capistrano
*October 24 – United Nations Day (Charter 1945)
October 26 – Standard Time Begins
October 28-31 – National Pretzel Week (Sugarless Halloween treats)
*October 31 – Halloween, National UNICEF Day

*See Lesson Plans.

NOVEMBER

November 1-2 – Mexico: Day of the Dead – "Dead Men's Bread"
November 4 – General Election Day
November 4-5 – Mischief Night, Guy Fawkes Day (England)
November 3-7 – Split Pea Soup Week
November 10 – Abet and Aid Punsters Day
*November 10-14 – American Education Week
*November 10-16 – National Book Week
*November 11 – Armistice Day
November 14, 1765 – Robert Fulton – Steamboat
November 18 – Mickey Mouse Birthday
November 20, 1925 – Robert Kennedy (died June 6, 1968)
November 22, 1963 – John F. Kennedy Assassination
*November 27 – Thanksgiving Day
November 30, 1835 – Samuel Clemens (Mark Twain)



*See Lesson Plans.

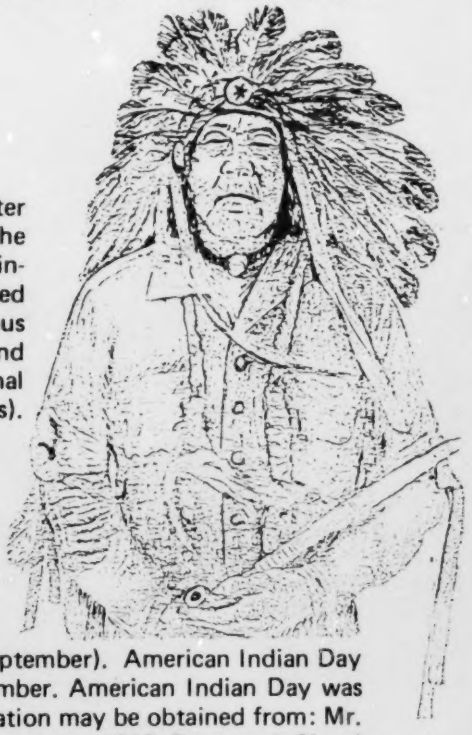
MULTICULTURAL OBSERVANCES – SEPTEMBER

Rosh Hashanah. Unlike secular new year observance, the Jewish new year, Rosh Hashanah, is a time of solemn reflection, meditation, and prayer. It is a spiritual inventory both individually and communally. The sound of the Shofer (ram's horn) which marks the beginning of the Holy Day period is a call to spiritual awakening. The day, mentioned in Leviticus XXIII: 24-25 and elsewhere, ushers in the Ten Days of Penitence (or Days of Awe), the most solemn period of the Jewish year.

Yom Kippur. Yom Kippur, the Day of Atonement, is the holiest day of the Jewish calendar. Mentioned in Leviticus XXIII: 27-32, the day is spent in the synagogue in fasting and penitential prayer. The eve of the holy day is marked by the chanting of the haunting Kol Nidren prayer. Children are absent from school.

Sukkot. Sukkot, the Feast of Tabernacles, is a seven-day festival for liberal Jews; eight days for traditional. It is a dual commemoration of the ancient fall harvest period and of the forty years of wandering in the wilderness after the Exodus. A sukkah (booth or hut) is constructed and decorated with fruit, symbols of the harvest. The lulaz (palm branch) and etrog (citron) are other prominent symbols. The first and last days for liberal Jews and the first two and last two days for traditional Jews are days to attend synagogue. Some Jewish children will be absent.

Simchat Torah. This observance, the Rejoicing of the Torah, is the day after the last day of Sukkot. It marks the end of the reading cycle from the Pentateuch (five books of Moses), or Torah in the synagogue and the beginning of a new cycle. The Pentateuch is read from the scroll, then it is turned back to the first chapter of Genesis. Children beginning their religious education are consecrated on this festival, a very joyous one indeed, and they receive miniature Torah scrolls. Children march in a processional around the synagogue with the synagogue's scrolls (carried by adults).



American Indian Day. (Fourth Friday in September). American Indian Day always falls on the fourth Friday in September. American Indian Day was first proclaimed in 1916. Additional information may be obtained from: Mr. Al Posner, President, American Indian Volunteers, 1918 Raymond, Signal Hill, California 90806.

BETTER BREAKFAST MONTH
September

Song to the tune of "Happy Birthday":

Better breakfast for me
No more growling tum-my
Fruit, eggs and cereal
Toast and milk
Make a strong and smart me.

Americans work fewer hours to buy food than any nation of people, yet because of poor eating habits and lack of nutrition awareness, particularly teenagers and young mothers are actually undernourished. Like any engine, the body needs to be regularly refueled, yet some youngsters are expected to work at peak performance with no nourishment or only sweets (sugared cereal, doughnuts, pop, etc.) between dinner and lunch. Protein cannot be stored in the body and must be replaced each day to maintain the blood sugar level which affects behavior. There is much evidence to indicate that hyperactive children suffer from poor nutrition rather than emotional problems. Sweets for breakfast and sweet treats for rewards compound behavior problems rather than modify them (offer nuts or cheese).

ORAL	Students tell what they had for breakfast.
READ	Health book chapter on nutrition.
COLLECT	Pictures of basic food groups.
WRITE	Breakfasts eaten during September. (Teacher – note students' breakfast foods and behavior.)
LISTEN	Ask nurse to speak about nutrition.
VISIT	A dairy, a chicken ranch, almond processor, orange grove.
SEE	Films of nutritional meals, cheese factory, etc.

Eating habits are established by the home and are difficult to change in school. If lack of breakfast is affecting student learning, suggest a Parent Education meeting with your school nurse.

CREATIVE DRAMATICS — Pretend you are any food. Have your friends become other parts of a balanced meal. Someone be your stomach. Each one tell where you come from and the good you will do for the body. Stomach should greet each bite and direct it on its way to the blood, bones, muscles, etc.

CALIFORNIA ADMISSION DAY
September 9, 1850

Although both the Spanish (Cabrillo, 1542 and Vizcaino, 1602) and English (Drake, 1579) had explored the coast of California, there was no further interest shown in what was thought to be a group of islands until the Russian explorations of Alaska from 1745 to 1765. Because of fear of foreign danger and need of ports for Manila galleons, Spain promoted settlement of upper California. The Jesuits, Dominicans, and Franciscans had established missions as far north as Sonoma by 1823; the government was run by the military officer in Monterey, and a few civilian towns and ranches established Spain's control. After the Mexican revolution, California became a Mexican province in 1822. By 1849, California had been under fourteen flags, including the Bear Flag flown in Sonoma for a few days declaring California's independence. Discovery of gold in 1848, a continuous flow of Americans to the West as a result of the Louisiana Purchase (1803), and Manifest Destiny made certain the cession of California to the United States as a clause in the Treaty of Guadalupe Hidalgo at the end of the Mexican War in 1848. A free state constitutional convention applied for admission in 1849 and statehood became a part of the bargaining in the Compromise of 1850. California became the 31st State on September 9, 1850.

ORAL
LISTEN

Since September 9 comes so early in the school year, there is little time for the research that the preceding paragraphs suggest. Take advantage of student family introduction to Kern County and:

1. With whole class or small groups:
   First Student: "I am ——. My family came to ——— from ——— in (18 or 19)——."
   Second Student: "This is (name of first student). His/Her family came to ——— (etc.). I am ——. My family came to ——— (etc.)"
   Third Student: Repeats second student's statements and adds own.
   Fourth Student: Likewise. Can add later: "My favorite ———. I dislike ———."
   (This provides for introductions, listening, remembering, speaking to group, and adding own contribution. You may want to assign the fill-in statements as family interviews for September 8.)

2. For introductions on the first day of school, you can use the method above, but statements can differ: "I am ——. I like to ——. I have ——— (brothers, sisters, pets)."

READ — Before or after September 9, let students choose from the 18 underlined topics in the paragraph above or from their own family stories for "I Search" presentations (Ken McCrorie). Either review bibliography form (see Appendix E) or tell students to write the resource name as they read and you can teach bibliography form during a more detailed study.

WRITE

1. Write report of the activity done for "READ".

2. Write letter to family member requesting stories of life in California.

3. Write letters to:
   -- the governor asking for brochures on history of California, a copy of the state seal, Bear Flag, etc.
   -- the missions for brochures.
   -- several county seats for historical information (for example, Sonoma for Fort Ross, Mission, Bear Flag Revolt; Monterey for early government, trading; El Dorado for Sutter's Mill).

CREATIVE DRAMATICS

1. Use any of the "I Search" information.
2. Use any of the letter responses.

STAR SPANGLED BANNER
September 14, 1814

Sent to secure the release of a friend who was imprisoned on a British ship in Chesapeake Bay during the War of 1812, Francis Scott Key was himself detained on board during the shelling of Fort McHenry. When he awoke next morning and saw the Stars and Stripes still flying over the fort, he wrote the poem "The Star Spangled Banner." It was soon set to the music of an English drinking song, became popular throughout the nation, and was later adopted as the national anthem by the army and navy. Congress officially adopted the anthem in 1931.

ORAL	Learn the words to "The Star Spangled Banner".
LISTEN	Listen and learn the melody. Sing it every day after Flag Salute.
READ	Read about the underlined topics above.
WRITE	Copy and write from memory at least the first verse.

10

CONSTITUTION AND CITIZENSHIP DAY
September 17, 1787

After the American Revolution, the Articles of Confederation were rewritten to form the Constitution of the new nation. All states had some written document by which they were governed and the framers of the Constitution used these to define the rights and responsibilities of the new government. It is a brief and well-drafted document. It outlines the organization of the three departments of the national government, defines its powers and the relationship between the nation and the states. Although it was adopted in 1789, it has been amended only 26 times, ten of which (the Bill of Rights), were adopted in 1791 and considered part of the original document.

BILL OF RIGHTS
September 24, 1789

Immediately, on adoption of the Constitution in 1789, the first ten amendments were written to recognize citizen complaints of their omission from the Constitution. These were adopted in 1791 to secure for citizens rights and protections against federal government intrusion on personal lives.

Use of the following activities will depend on student age and how much time you choose to devote to these two days.

ORAL
READ
WRITE

Learn the Preamble to the Constitution:

"We, the people of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

LISTEN
DISCUSS
DEBATE
ENACT

The Bill of Rights:

1. Freedom of religion, speech, press, assembly, redress of grievances
2. Right to bear arms
3. Limitation of quartering of soldiers in private houses
4. Against unreasonable searches, seizures
5. Due process, double jeopardy, testifying against self
6. Speedy trial by jury
7. Accusers, witnesses, counsel
8. Excessive bail, cruel or unusual punishment
9. Protects unenumerated residual rights
10. Powers not delegated to the United States are reserved to the states or the people.

AUTUMN
Begins September 22

The Egyptians, 5,000 years ago, recognized that the Nile flooded at regular intervals and began, without telescopes, to study the stars. They knew that the Earth year was 365 days and knew when to plant grain and when the Nile would flood. Greek astronomers believed the Earth was round, but in 1492 Columbus' ships were expected by most to fall off the edge of the Earth. He knew better and would have landed in India is the Western Hemisphere hadn't been in his path. Men who stayed in a place long enough understood about the seasons. Plants germinated, grew, matured, gave off seeds, and some died. Understanding this cycle allowed men to become farmers, and later to control the flow of water in a region.

We know now that our seasons are caused by the Earth's yearly revolution about the sun and the tilt of the Earth's axis. As the Earth revolves, the sun shines more and less directly on parts of the Earth, making the seasons reversed in the Northern and Southern Hemispheres, fairly indistinguishable close to the Equator, and dramatic at the Poles.

Temperatures and rainfall amounts differ in each season, but these changes are more directly related to a location's latitude, altitude, proximity to large bodies of water, and prevailing winds.

CONSTRUCT This diagram: Seasons in Northern Hemisphere. (Use coins if no compasses are available.)

ACTION Use one-half of a painted tennis ball and walk the path of the Earth.

TALK About seasonal changes for plants and animals, for people and clothes, houses, energy use, transportation companies, resort owners, sports.

LISTEN — And watch film of Animals in Autumn.
And watch film of Tree Changes.
To a farmer talk of cotton, grains, trees.
To a rancher talk of cattle or sheep.

READ — About plants, animals and people in other parts of the world.

WRITE — A diary for a child in another land about what he sees and does.
About what you did during the summer.
Keep a record of the same date each month this year: weather, activities, changes in plants and animals, birds, insects.

CHORAL — Poems for Autumn.

READ — Write poems and read together.
Each of group chooses an Autumn affected plant, bird, animal, human, machine and writes four lines to read (individuals read line 1, all line 2, individuals line 3, all line as follows:
"I'm a ——— and I'm ———
It's Autumn and the daylight fades soon.
The sun tells me that I ———.
It's Autumn, but Winter comes soon.

WRITE — Diamante for Autumn changing to Winter:

Noun
Adjective Adjective
———ing ———ing ———ing
Adjective Adjective (changing to winter)
Noun

Example:

Bear
Playful Hungry
Scratching Eating Snoozing
Dreamy Sleepy
Bear

Haiku about nature:

5 Syllables
7 Syllables
5 Syllables

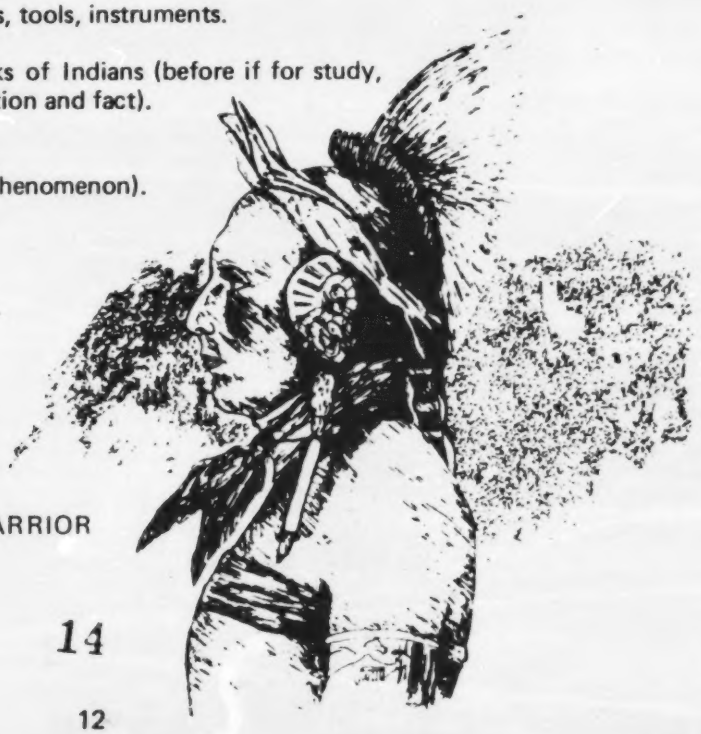
NATIVE AMERICAN DAY
Fourth Friday in September

We should remember that American natives were called Indians because Columbus thought he had reached India. Native Americans rarely called themselves other than "The People". Most tribal names were descriptive names given them by their neighbors or by Europeans as they moved west.

Although it is still accepted that the first Americans crossed a land bridge from Siberia to North America caused by the lowered sea level due to the last Ice Age about 10,000 years ago, recent archaeological discoveries have pushed that date back to 20,000 and perhaps 50,000 years ago. Without written records north of Mexico and except for dwellings and mounds found in Arizona, Utah and Kansas, the puzzle is only slowly taking shape. With every "find" more questions than answers appear, and students should appreciate and understand that we are still learning about our world.

Kern County still has several thousand Indians of a number of tribes. Your Mexican-American students perhaps are descendants of a tribe in Northern Mexico. This is an excellent opportunity to find out and to speculate how people survive on an "undeveloped" piece of land. It will help as they study rural peoples in other parts of the world.

LISTEN	Invite representatives of North American tribes to speak.
LEARN	Poems, songs, dances.
DEVELOP	A community in Kern County.
TALK	About needs — materials and resources available, rules, religion — families, education, stories, legends, art, music, instruments.
COMMIT-TEES	Can do the above, but for another location, climate, water source.
	Make model houses, clothes, tools, instruments.
READ	Get from the library books of Indians (before if for study, after if to compare speculation and fact).
WRITE	Legends (exaggerated fact). Myths (to explain natural phenomenon). Songs.



OSAGE WARRIOR

COLUMBUS DAY
October 12, 1492

As a child in the town of Genoa, Italy, Cristoforo would sit on the dock and watch the sailing ships return from voyages to England and the eastern Mediterranean. The caravan routes by land across Asia to China with its fine silks and much needed spices were becoming more dangerous as bands of robbers lay in wait to make off with the laden animals. Cris knew that ships sailed safely through the Gates of Hercules and on north to England, and that sailors reported no land to the west. It was still popularly believed that monsters waited at the edge of the Earth and devoured ships and sailors as they fell off, but Cris, as he watched, saw the tips of the masts, then the sails, and hull, and was sure, like some few crazies, that the world was round. He knew about eclipses and the Earth's shadow was round on the moon. "If I sail through the Gates and west long enough, I should come to China," he thought.

He tried for several years to find someone who would supply him with ships, men and food for the journey, but finally Queen Isabella of Spain believed in him. Spain was losing men and money on the overland caravans and the risk could be well worth the jewels and money Isabella risked.

In August of 1492, the three tiny vessels left Palos, Spain on a voyage they hoped would end in China before the food supplies were exhausted. Finally, after periods of no wind, kegs of contaminated water, and flour full of bugs, the ships landed on Santo Domingo where they found no silks, no spices, no fine cities, but only half-dressed humans who lived off the natural vegetation and fish and slept in crude shelters.

Columbus made two more trips, but found none of the riches Spain wanted. He was jailed as a fraud and died not knowing he had discovered North and South America.

LISTEN — To the story. Use your globe or world map for pointing to Italy, Spain, China and the Western Hemisphere lands.

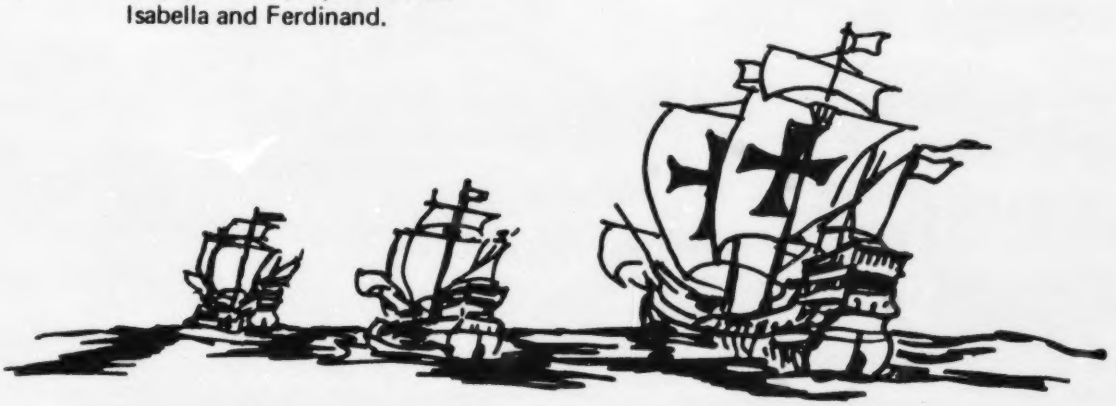
QUESTION — Who, What, When, Where, Why, How?

How do we know the world is round?
Why were spices so important to Europe?
Why no silks in Europe?
Why did the ships reach land on a Caribbean island? (Gulf Stream)
How much food do you take when you don't know the length of the trip?
Why did water and food spoil? (Wood kegs, heat)
If there were refrigerators, would spices have been so important? Would the water have spoiled?
Was there steel and aluminum then?
What sizes were the ships? How many men?
What food? (See Nutrition – What foods would keep for a long trip?) Scurvy
When was suntan lotion invented?

TALK — About the above questions.

READ — About spices, silkworms, making silk, sailing ships, food preserving methods, medicine in 1492 for illness, ship injuries.

LEARN	Songs of the sea, Spanish sea songs.
CHORAL READING	Poem – "Columbus" by Joaquin Miller. Learn or read speaking parts.
BRING	Spices for identifying by color, texture, odor. Pictures of sailing vessels important in America's history.
RAISE	Silkworms.
EXPERI-MENT	Keeping foods and water in different containers and locations – Keep records.
WRITE	About any of the above. To a shipping company about transatlantic trips today (food storage, hospital on board). Poems.
ACT WRITE	A day on board the Santa Maria (see poem "Columbus" above). Pleading with Isabella. A diary on ship. News article of landing day. Persuading sailors to sign on.
DRAW	Ships, men in proper clothes. Isabella and Ferdinand.



COLUMBUS
(August 3 - October 12, 1492)

Behind him lay the gray Azores,
  Behind the Gates of Hercules;
Before him not the ghost of shores,
  Before him only shoreless seas.
The good mate said: "Now must we pray,
For lo! the very stars are gone.
Brave Admiral, speak, what shall I say?"
  "Why, say 'Sail on! sail on! and on!"

"My men grow mutinous day by day;
  My men grow ghastly wan and weak."
The stout mate thought of home; a spray
  Of salt wave washed his swarthy cheek.
"What shall I say, brave Admiral, say,
  If we sight naught but seas at dawn?"
"Why, you shall say at break of day,
  'Sail on! sail on! sail on! and on!"

They sailed and sailed, as winds might blow,
  Until at last the blanched mate said:
"Why, now not even God would know
  Should I and all my men fall dead.
These very winds forget their way,
  For God from these dread seas is gone.
Now speak, brave Admiral, speak and say" –
  He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:
  "This mad sea shows his teeth to-night.
He curls his lip, he lies in wait,
  With lifted teeth, as if to bite!
Brave Admiral, say but one good word:
  What shall we do when hope is gone?"
The words leapt like a leaping sword:
  "Sail on! sail on! sail on! and on!"

Then, pale and worn, he kept his deck,
  And peered through darkness. Ah, that night
Of all dark nights! And then a speck –
  A light! a light! a light! a light!
It grew, a starlit flag unfurled!
  It grew to be Time's burst of dawn.
He gained a world; he gave that world
  Its grandest lesson: "On! sail on!"

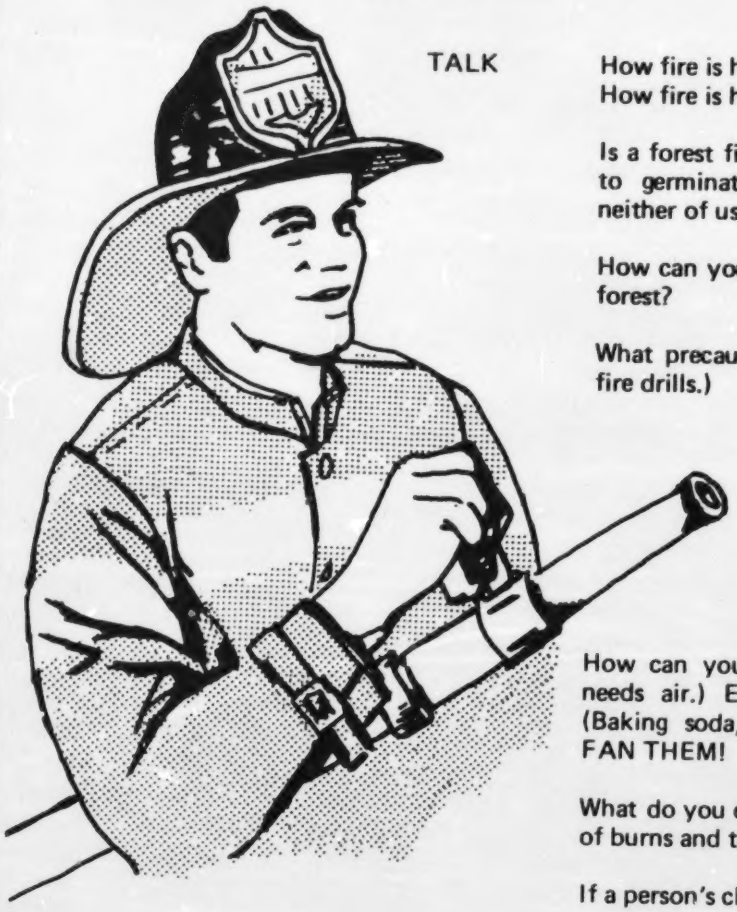
Joaquin Miller

FIRE PREVENTION WEEK
October

The taming of fire was an important event in the lives of early men. To be able to be warm and to have cooked food was a tremendous improvement in men's lives.

The Greeks, American Indians, and others have myths and legends about fire, and in some societies the keeper of the fire was put to death if he let the fire go out.

Fire can be both helpful and harmful.



TALK

How fire is helpful:
How fire is harmful:

Is a forest fire ever helpful? (Clears brush, allows some seeds to germinate.) This discussion may lead to distinctions neither of us has considered. Let it.

How can you prevent fires at home, at play, at school, in the forest?

What precautions have you taken at home? (Safety alarms, fire drills.)

How can you extinguish small fires? (Smother them. Fire needs air.) Experiment – Candle in jar, cover with lid. (Baking soda, salt, a large pot lid smother fires.) DON'T FAN THEM!

What do you do for burns? (See a first aid manual for degrees of burns and treatment.)

If a person's clothes are on fire, what do you do?

If the car catches fire, what do you do? (Remember the gasoline in the tank.)

DRAW

Draw the escape route map for your home.

WRITE

Fires are magnetic, awesome, cozy, frightening. Write a poem that tells how a fire makes you feel.
Similes – Fire is like a licking tongue, a darting shadow, etc.
Metaphor – Fire is a hungry tiger, it is a coiling snake, etc.

UNITED NATIONS DAY
October 24

United Nations Day commemorates the date in 1945 that the required number of nations signed the United Nations Charter, officially establishing the United Nations. In the United States, the President issues a proclamation urging all citizens and organizations to observe United Nations Day.

The Charter lists four purposes and seven principles.

Purposes:

1. To preserve world peace and security.
2. To encourage nations to be just in their actions toward each other.
3. To help nations cooperate in trying to solve their problems.
4. To serve as an agency through which nations can work toward these goals.

Principles:

1. All members have equal rights.
2. All members are expected to carry out their duties under the charter.
3. They agree to the principle of settling their disputes peacefully.
4. They agree not to use force or the threat of force against other nations, except in self-defense.
5. Members agree to help the United Nations in every action it takes to carry out the purposes of the Charter.
6. The United Nations agrees to act on the principle that non-members have the same duties as member states to preserve world peace and security.
7. The United Nations accepts the principle of not interfering in the actions of a member nation within its own borders. But these actions must not hurt other nations.

The six major United Nations organs are:

1. General Assembly
2. Security Council
3. Secretariat
4. Economic and Social Council
5. International Court of Justice
6. Trusteeship Council.

The General Assembly created the United Nations Children's Fund (UNICEF*) in 1946. UNICEF provides aid for child development and care, job training, and family planning. The United States raises several million dollars yearly from Halloween "trick or treat" collections and from the sale of greeting cards.

UNICEF aids children in more than 100 countries by helping to solve problems of health, hunger, and education. In 1965, it received the Nobel peace prize for its work.

*Originally United Nations International Children's Emergency Fund to provide food, clothing, and medical care after World War II.

HALLOWEEN
October 31

The celebration of Halloween comes to us from pre-Christian Druid and Roman harvest festivals. Druidism was the highly mystical religion of the Celtic people who lived in Northern France and the British Isles. On the last day of October they celebrated the Samhain to mark the end of the growing and harvest seasons and the beginning of winter and the new year. The Druids appeased the Lord of Death who was believed to allow the spirits of those who died that year to return to Earth for a few hours to warm themselves by the fireplace and to mingle with their families. The Druids also lit bonfires on the hilltops to honor the Sun God and to frighten away evil spirits, as it was thought that ghosts and witches fear fires. Ghosts were thought to be the souls of the dead and witches women who had sold themselves to the Devil. "Trick or Treat" comes from children begging for wood for the fires and the belief that ghosts and witches were mischievous, allowing tricks that children played to be blamed on the spirits. Samhain was a night when bats, black cats, elves and fairies stalked about. People would dance and sing around the fire, pretending to be these spooky folk.

In the eighth century, Pope Gregory III declared November 1 All Saints' Day (All Hallows' Day), and by the Middle Ages, October 31 was known as All Hallows' Evening – Halloween. Costumes are connected with the belief of ghosts returning, people dressing like saints and parading, and children dressing the part they want to play as grownups.

The jack-o-lantern comes from an Irish legend in which Jack lured the Devil up a tree to get an apple, then cut the sign of the cross on the bark to prevent him from coming down. Jack was refused entrance to Heaven and to hell, where the Devil threw a hot coal at Jack, who caught the coal in the turnip he was eating. Jack continues to walk the earth with his jack-o-lantern (a turnip, not a pumpkin), seeking a place to rest.

Since Halloween was also New Year's and a time for predicting the future, language activities can have many faces.

ORAL — Teacher begins a Halloween story. Each child adds to it.

LISTEN
a. One child is ghost, one is bat, one witch, etc. Each makes proper sounds. Another child is blindfolded (with a "spirit" to keep him from harm), and tries to find the ghost, bat, witch, etc.
b. One child makes ghostly taps. Others copy rhythm with finger taps. Then put Halloween words to rhythm and chant.
c. Small groups create stories with ghostly sound effects. Others close their eyes and guess that the ghost is doing.

WRITE

Teacher writes HALLOWEEN on board. Students add words that come to mind, then write story or poem. If students are familiar with parts of speech (maybe even if they aren't), do the above this way:

HALLOWEEN

Nouns (Things)	Adjectives (Kind, Number, or Color)
ghosts	transparent
bats	three black
witches	ugly, long-nosed
apples	rosy, crisp

Verbs (Do)	Adverbs (How)
wander	silently
dip and soar	menacingly
cackle	happily
bob	carelessly

Children can write one expanded sentence or a whole story or poem, depending on capabilities.

READ

Their sentences, stories, or poems. If they are sentences only, teacher can write them on butcher paper in a list and it will become a class poem.

NATIONAL BOOK WEEK – AMERICAN EDUCATION WEEK

November 10 - 16

Man's capacity for thinking, language, and his opposable thumb have long been said to separate him from the rest of the Animal Kingdom. Studies in recent years of animals who can and deliberately do use tools to aid in accomplishing tasks, studies of animal communication skills, and tests of animal thinking and "seeing"a route to task success has narrowed our differences considerably. We know an elephant never forgets, but can he transmit this information to other elephants?

Ancient cave drawings, stone inscriptions, then paper and ink proclaim man's greatest difference from the animals. Man could now record his thoughts, plans, dreams, successes, and failures for all to know if they chose. The technological improvements in transmitting knowledge have been phenomenal since Gutenberg invented moveable type in 1542.

People need to share their thoughts with others. Some people who have what they consider to be special stories to tell write them so the world can also know what they are thinking.

To be able to read is to open doors to other worlds. To understand what is written requires thinking, questioning, and placing a value on those written words. The writers of our Constitution recognized that a democracy depends on an educated electorate, but left to the states the right and responsibility of the education of their residents.

To celebrate Book and Education Weeks simultaneously may not have been deliberate, but it does make good sense.

ORAL
DISCUSS
DEBATE

1. How did people learn of happenings away from their homes before the printing press? (Town criers, traveling minstrels, traders, etc.)

Later:
RESEARCH
WRITE

2. What difference did the press make and to whom? (Did everyone read? Could everyone afford books or newspapers? See September first U.S. newspaper yet 1620 Plymouth.)

DISCUSS
DEBATE

3. Why must we THINK, CONSIDER and VALUE when reading? (Who wrote it, what was his knowledge of topic, why did he write it, when did he write it, what has been learned since, do you agree with statements? Why? Why not? What do you know about the topic? Whether you agree or disagree with statements, do you accept them and can you change your behavior because of them? READING BALLOT PROS and CONS.)

4. Our First Amendment insures "freedom of speech and of the press." What is FREEDOM – for whom? What responsibility is included? Slander – libel? Gossip – rumors? Reporters have chosen jail instead of revealing sources. Why? Are they right or wrong? What responsibility do newspapers and magazines have? Do ALL authors have that responsibility? What does that mean to you?

5. Through written history, people have burned books. Countries have re-written their histories when the government philosophy changed. Is book burning right? There are groups in the United States arguing to eliminate certain dictionaries and books from schools. What do you think? Why? What must teachers and students using controversial books talk about? Need we agree with everything? Should we know how others think and talk? How can knowing what someone else thinks or says hurt you?

ORAL

6. What elements in books do you enjoy? (Description, character development, dialogue, suspense, fantasy, documentation of information-source, etc.)

READ
LISTEN
WRITE

7. Magazine ads, commercials – what kinds of persuasion are used? (Everyone who is anyone uses it, does it. It will make you healthy, strong, appealing, etc.) Analyze the content, the picture or action. Which do you, your family, and your friends believe or buy? Are products equal to ads?
Write or enact your own ad campaign after developing a new product or belief. Does persuasion (propaganda) work?

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VETERAN'S DAY
November 11, 1918

November 11 was the day the Armistice was signed in 1918, ending World War I. Although the United States did not enter this war until three years after it began in Europe, thousands of American servicemen were killed before the Armistice was signed, and they are remembered this day each year. The Veterans of Foreign Wars (VFW) sell paper poppies to remind Americans that fathers, brothers, and husbands lie under the poppy covered cemeteries of France.

TALK	About the causes and effects of wars. About what is worth dying for.
READ	About the causes and results of World War I. How was it different from recent battles?
	About other wars America has fought.
WRITE	Choose a side: "Wars are good" or "Wars are bad". Defend your statements by giving examples.
LISTEN	Class listens to both sides of above.
DISCUSS	Analyze positions taken.
DECIDE	Good points and weak points made by each debater.

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THANKSGIVING

Fourth Thursday in November

A feast to celebrate the harvest has been a part of man's history since recorded time began. The Chinese are reported to have celebrated such a feast thousands of years ago. The Feast of the *Tabernacles (Sukkot) is an eight day Jewish harvest feasting time. The ancient Greeks and Druids* also celebrated Thanksgiving for the harvest season. The English, by the 1600s, had over 100 thanksgivings for as many reasons.

Thanksgiving in America was first proclaimed a feast day by Governor Bradford of Plymouth Colony in 1623, two years after the first feast. After many years of celebrating thanksgiving for different reasons, in different places, at different times, Mrs. Josepha Hale finally prevailed on the governors of the states and President Lincoln, who proclaimed in 1863 the last Thursday of November to be a national holiday. During World War II, it was stabilized at the fourth Thursday, since there was confusion when there were five Thursdays in November.

America's first Thanksgiving was surely a day of mixed emotions. The Mayflower had left England on September 16 and landed at Plymouth Rock on December 26, 1620. They had landed on Cape Code November 21, but moved with the ship to Plymouth Rock a month later. The Pilgrims' voyage had been ill-fated from the start. In addition to their having fled England to live in Holland for ten years, the expedition tried twice in August to leave with a second ship that insisted on leaking dangerously. After returning to Holland twice, the Mayflower finally left alone to be greeted after a few days by fierce storms that bowed and cracked her main beams. These were repaired, but she was blown off course and landed on Cape Cod instead of in Virginia after 66 days.

Many died that first winter, and the rocky soil of Massachusetts was very hard to clear, till, and plant. The survivors were indeed thankful for their being spared, but must have been very sad in remembering the family members and friends who had died during that first year.

A new Mayflower was built in England and sailed to Plymouth again in 1957. Unlike the original, she was steered by a wheel, carried a generator, a two-way radio, and 33 crewmen. She left on April 20 and after 5,400 nautical miles and 53 days was towed into Plymouth harbor.

MEASURE — With string and chalk on the blacktop: The Mayflower was 90 feet long – 64 foot keel, 26 foot beam and a hold 11 feet deep. She was a square rigged sailing ship steered by a whipstaff attached to the tiller and was armed with 12 cannon. The ship had taken on some of the second ship's passengers and provisions, so that there were 102 passengers, one-half of them women and children, sundry crew members, continuous storms. One servant boy and one sailor were lost, one child was born at sea, and another on ship at Cape Cod. Can you fit 102 passengers plus sailors on deck?

THINK
TALK — What would the trip have been like for men, women or children? Would fathers and mothers be worried? Could children play on deck?
Did they bring farm animals and pets?
Would you have been excited about your new home? Scared?
Wish you had stayed in Holland?
Did you ever have clean clothes in two months? A bath?
Were you sick? Was there enough food?

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READ

Some other Mayflower and Plymoutn Colony stories. They differ some. Talk about the differences in the stories. Why are they different? Were the Pilgrims brave? Do people leave their homes today? Why?

WRITE

A play:
Before they left England, why did they leave?
On ship.
The first winter.
The first Thanksgiving.

A poem of thanksgiving.
Pretend you are the captain of the Mayflower.
Pretend you are the Mayflower. How did you feel?

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APPENDICES

APPENDIX A

MAKING SURE THEY ARE SENTENCES

PATTERN I – Subject - Predicate - Direct Object

Who - did - what?

John chased lizards.
Maria ate candy.

1. Put the question on the board.
   a. Let individuals add parts.
   b. Class or group copies each sentence.
   c. After five group sentences, have each child write two sentences including capitals and periods.
   d. Collect and read only for whether or not it is a sentence. Regroup students.

PATTERN IA – Article - Adjective - Noun - Verb - Article - Adjective - Noun

The black cat ate the whole fish.

A little bear bumped the yellow butterfly.

An eager beaver made a cozy house.

PATTERN IB – Article - Adjective - Noun - Adverb - Verb - Pronoun - Adjective - Noun

Some scary monsters quickly ate their munchy num-nums.

PATTERN II – Adjective - Adjective - Noun - Verb - (Prepositional Phrase)

Her gray coat was in the closet.

Their blue boat tumbled down the river.

PATTERN IIA – (Inverse of above)

In the closet was her gray coat.

PATTERN III – Pronoun - Verb - Article - Noun

I am a boy.

He is a dentist.

PATTERN IIIA – Article - Adjective - Noun - Verb - Article - Adjective - Noun

The old man was a good friend.

NOTE: There will be other patterns in the next issue.

APPENDIX B

CLUSTERING

A good oral motivator is to first decide on a one word topic, then ask volunteers to add related words that come to mind.

See the 1000 topics in Appendix D for other appropriate words.

Let each student think a while, then choose a cluster to compose a story around.

APPENDIX C

DEVELOPING A PARAGRAPH

1. Sequence

   First _____

   Then _____

   Finally _____

   There can be any number of sentences in between these patterns, depending on degree of success.

2. Topic and Supporting Sentences

   My dog is a good pet. He likes to play with me. He doesn't gobble his food. Sometimes he sleeps on the floor by my bed.

   Elephants are responsible workers. In the forest, they drag heavy trees to the lumber mills. Circus elephants treat their trainers carefully and do many hard tricks. Before trucks, elephants helped raise the big tents for the circus audience.

APPENDIX D

ONE THOUSAND TOPICS

From the Illinois English Bulletin, Vol. 58, No. 5 - February 1971. IATE Treasurer, 100 English Building, Urbana, Illinois 61801. NCTE Publication List 50 cents.

DESCRIPTION

ME

1. My favorite movie (book, holiday, TV program, comic book, food) is . . . because . . . .
2. Why I am thankful.
3. Why I like or do not like school.
4. Ten things in the world I would change.
5. Things I don't like (in list form).
6. A funny dream.
7. These are a few of my favorite things.
8. The things I love to touch.
9. How I feel in the dark.
10. When I was little.
11. Describe your personality.
12. How my family celebrates (holiday).
13. What makes me happy when I'm sick.
14. I am sad because . . . .
15. I am happy because . . . .
16. A sport I like (fishing, baseball, kickball, etc.).
17. A present I would like.
18. I like (second) grade because . . . .
19. In the (third) grade, I am going to . . . .
20. My biggest worry.
21. I would like to own . . . .
22. A (sixth) grader is . . . .
23. The thing I treasure most.
24. When school is out I will . . . .
25. When I go out in the winter, I have to wear . . . .
26. The feeling in the pit of my stomach when I'm going to be punished.

MY WORLD

1. A bumblebee.
2. A cloud.
3. A dream.
4. The fan.
5. The farm.
6. The flag.
7. A good book.
8. A hot day in summer.
9. I saw it.
10. A mosquito.
11. On my street.
12. Our school is . . . .
13. The prune.
14. The raisin.
15. Soft poached eggs.
16. Sleet is . . . .
17. Slush is . . . .
18. Snow is . . . .
19. A snowy winter day.
20. Some signs of fall are . . . .
21. Spring reminds me of . . . .
22. The stars.
23. The sun.
24. A TV set.
25. A train whistle.
26. Wading in a puddle is . . . .
27. People I can do without.
28. What I saw on the way home from school yesterday.
29. A place I would like to visit.
30. A cool swim on a hot day.
31. A crisp day in fall.
32. A sunny day in spring.
33. A straight pin.
34. The Beatles' music.
35. A windy day.
36. A cold day.
37. A clock.
38. A hot day.
39. Christmas morning.
40. A rugged mountain range.
41. Our flag.
42. The bird table.
43. The sound of . . . .
44. The taste of . . . .
45. The perfect place to live.
46. The exact color of a lake.
47. The new leaves.
48. The song of the robin.
49. The song of the wind that howls around the corner at night.
50. My block (neighborhood).
51. An exciting game.
52. A dachshund.
53. A place I have visited.
54. A walk through the forest.
55. Walking in the rain.
56. It's morning again.
57. It's winter and the earth is bare.
58. A (cocker spaniel) puppy.
59. A Jello salad.
60. A dog's long ears.
61. A kitten's soft purr.
62. A calf's pink tongue.
63. The woods in winter.
64. In the rain I can . . . .
65. The feel of velvet.
66. It was shiny and bright.
67. Little lost bunny.
68. A traditional Christmas.
69. In spring, the animals (weather) . . . .
70. My favorite commercial is . . . .
71. The moon (sun, stars) reminds me of . . . .
72. The house I live in (or would like to live in).
73. An object in the room.
74. A person in action.
75. Roast turkey on Thanksgiving.
76. When I plant a seed, here is what happens.
77. The first snow fell last night. People's yards look like . . . .

MY THOUGHTS

1. What is quiet?
2. What is peace?

3. What is happiness?
4. What makes me cry.
5. What I like to do.
6. What I could do with a board.
7. What I could do with a yard of percale.
8. What Christmas means to me.
9. What I like about school.
10. The happiest day of my life.
11. A dream I had.
12. The funniest thing I ever saw.
13. Things I can't see or touch.
14. The spookiest thing I ever saw (real or imaginary).
15. Babies can't talk because . . . .
16. What . . . means to me (fill in the blank with a color).
17. My favorite fairy tale is . . . because . . . .
18. My favorite day of the week is . . . because . . . .
19. The American flag means . . . to me.
20. To me, spring means.
21. The things I fear.
22. When I am alone, I like to . . . .
23. Sometimes I wonder about . . . .
24. A friend is . . . .
25. The place I would most like to explore.
26. When it is dark, I like to think of . . . .
27. My favorite color is . . . because . . . .
28. I like to rake leaves because. . . .
29. In spring, I feel like . . . .
30. I wonder why . . . .
31. I remember.
32. I think.
33. I suppose.
34. Changing maple leaves.

MY DREAMS

1. A strange dream
2. If I had a penny . . . .
3. I would be a . . . because . . . .
4. Clouds remind me of . . . .
5. I'm going to ask Santa for . . . .
6. On Christmas Eve Santa will . . . .
7. Where I would like to be right now.
8. If I had a (dime) I would buy . . . .
9. Traveling West as a pioneer.
10. What will you be doing in November 1981?
11. If things could talk, I think they would say . . . .
12. Describe a child's day one hundred years from today.

MY IDEAS

1. Excitement is . . . .
2. War means . . . .
3. Love is . . . .
4. A good teacher is . . . .
5. Being (seven) means . . . .
6. Vacation fun is . . . .
7. Summer is . . . .
8. Snow prints are . . . .
9. What a mother is.
10. How does it feel to be disappointed?
12. Christmas time is special because . . . .
13. Leaves fall off the trees because . . . .
14. Leaves turn colors because . . . .
15. A clown looks like . . . .
16. To hibernate means . . . .
17. Loneliness is . . . .
18. To succeed is to . . . .
19. It's smaller than a breadbox.
20. The traffic light that never changed.
21. If I could invent something to make work easier, I would invent . . . .
22. If I could invent something to make life more fun, I would invent . . . .
23. If I could change my block (neighborhood) I would . . . .
24. If I had a big empty box, I would make . . . .
25. The experience I most want to remember (or forget).
26. Write a story describing a new toy you have invented to amuse children under ten years of age.

MY ACTIONS

1. What I like to do best on the playground.
2. The method of travel that I enjoy most.
3. If I had a special present, here's how I would decorate the box.
4. If I were snowed in, I would . . . .
5. The presents I am going to buy for my family are . . . .
6. When I am sick in bed I . . . .
7. If I could do whatever I wanted to in school, I would . . . .
8. If I could go to any country to live, I would go . . . .
9. If I found a hurt animal, I would . . . .
10. If I were to receive an award and was later told I would not get it, I would feel . . . and would . . . .

CHARACTERIZATION

PERSONAL

1. When I am 10 (11, 12, 13) years old.
2. If I were teacher I would . . . .
3. If I were president . . .
4. If I were principal . . .
5. What I want to be when I grow up.
6. If I could make one phone call, I would call . . . because . . . .
7. I get angry when . . . .
8. I often wonder (worry) about . . . .
9. I would like to give a poor child . . . on Christmas because . . . .
10. What I like about me . . . .
11. If I were a . . . .
12. When I was younger.
13. What I am really like.
14. How I see myself.
15. The real me.

OTHERS (HUMAN)

1. I admire . . . (name of person).
2. The one I love most.
3. My favorite aunt (uncle).
4. My favorite kind of person.
5. What I admire most in a boy (girl) friend.
6. My favorite cousin.
7. My best friend.
8. A beautiful person.
9. He made me laugh.
10. The famous person I would most like to be.

11. The unknown person I would most like to be.
12. The most unusual person I know.
13. My first friend.
14. My kind of family.
15. My family.

OTHERS (PLANT AND ANIMAL)

1. I think trees in the winter feel . . . .
2. Consider the mighty ant.
3. My pet.
4. My favorite animal.
5. How a tree feels on a cold night.
6. I'm a lazy kitten.
7. A tale about a big fish.

DRAMATIZATION

"PROVERBIAL" PLAYS

1. Speech is silver, silence is golden.
2. A penny saved is a penny earned.
3. The early bird gets the worm.
4. What makes a hippie a hippie (to be performed).

PLAYWRITING

1. Write a play of some incident in history.
2. Write a highly adventurous story using members of the class as the characters.
3. Pretend you are living in the Plymouth Colony and write a letter to your best friend in London.
4. Write a script for a school program.

CHARACTER PORTRAYAL

1. Gulliver the Great, an episode.
2. Paul Bunyan at the city park.
3. Sailing the seas with Christopher Columbus.
4. The night Lincoln died.

NARRATION

STORIES

1. Each minute seemed like an hour.
2. Playing the game.
3. The trial.
4. Caught in the act.
5. At last the day was over (one sentence of story; build theme from there).
6. The discovery of bubble gum.
7. Dear John.
8. The accidental wonder.
9. Fractured fairy tales.
10. And then it happened.
11. There were strange footprints in the sand.
12. A funny story.
13. Late for school.
14. Lost in a wilderness.
15. There is only one way to do something – that is . . . .
16. What would happen if . . . .
17. When it starts to get cold, animals . . . .
18. Winter animals are . . . .
19. She returned to the empty room but something had moved.
20. A baby chick can . . . .
21. Let's go fly a kite and . . . .

SPECIAL DAYS

1. The happiest day in my life.
2. My most exciting day.
3. My favorite day.
4. My most memorable day.
5. My nicest birthday party.
6. My birthday wish.
7. A holiday story.
8. A Halloween surprise.
9. On Saturday, I . . . .
10. How my family spent the Fourth of July.
11. The year Santa was lazy.
12. On Christmas Eve, I'll feel . . . .
13. On Christmas morning, I . . . .

PERSONAL

1. I wonder why . . . .
2. A million in one and I had to . . . .
3. I was so afraid then . . . .
4. I found a . . . .
5. I wish that . . . .
6. I slowly lifted the lid and . . . .
7. When I am bigger than my dad, I will be glad because . . . .
8. When it is the last day of school, I will be . . . .
9. Why I enjoy . . . .
10. I remember how scared I was when . . . .
11. When I have been naughty, I feel . . . .
12. I was almost frightened to death once when . . . .
13. When I rake leaves I . . . .
14. I floated on a cloud and . . . .
15. So I said to my mother . . . .
16. I didn't mean to do it.
17. We did it together.
18. How can I explain what I've done?
19. Why did it have to be me?
20. The day I walked on stilts.
21. Someone made fun of me.
22. My dog is lost.
23. If I could be part of my favorite TV show.
24. If I had a day off from school, I would . . . .
25. The step outside my door.
26. One day I went downtown. On the way I found a fifty-cent piece.
27. What I think about before I fall asleep.
28. My most exciting time.
29. My first haircut.
30. My first report card.
31. My autobiography.
32. Something I remember from the time when I was little (an incident which is representative of much of the child's experience).
33. When I broke a rule (trouble at home or school).
34. When I loved me (a proud or very happy time).
35. When I cried boo-hoo (a sad time in life).
36. How I was frightened.
37. My most disappointing moment.
38. It couldn't happen to me – but it did.
39. I was so embarrassed.
40. Was I sick!
41. I was so scared.
42. Once I dreamed . . . .
43. The funniest thing I ever saw.
44. I learned my lesson.

45. I'll never forget this.
46. The best thing that ever happened to me.

IMAGINATIVE WRITING

OTHER PLACES

1. One hundred years from now, I would invent . . . .
2. Put yourself back in the times of Lewis and Clark.
3. When I was two.
4. The day I grew six feet.
5. Write a description of your landing on Mars.
6. If I could change the world.
7. What I would (might) find if I went to Mars.
8. Would you like to go to the moon?
9. What do you think they will find on the moon?
10. What do you think it would be like to live on Mars?
11. What I'd take on a trip to the moon.
12. What I can see from a cloud.
13. My home is the moon.
14. What happens when I put on my magic vest?
15. If I had a magic pencil at school.
16. If I could be anyone.
17. If I had a million dollars.
18. An imaginary trip anywhere.
19. If I were only one inch tall, I would . . . .
20. If I could only relive yesterday.
21. If I were living long ago.
22. If I lived in a Christmas tree, I would . . . .
23. If I could live in a different time period, which period would I pick and how would life be different for me?
24. If I could drive a car, I would go . . . .
25. If I could reach the sky, I would . . . .
26. If I could fly.
27. If I became invisible.
28. If I could do what I wanted for one day, I would . . . .
29. If I could have one wish.
30. If I had a reindeer, I would . . . .
31. If I had three wishes.
32. If I had my very own town, I would . . . .
33. If I had a baby dragon, I would . . . .
34. If I could give any gift in the world, I would . . . .
35. If the moon were mine I would . . . .
36. If I could change the world.
37. If I could, I would . . . .
38. If I were Santa Claus, I would . . . .
39. If I found one hundred dollars, I would . . . .
40. If I had magical powers.
41. If I ran the school.
42. Imagine yourself in never-never land, in Old England, or on the moon. Write about your experiences there.
43. What would it be like if you were one of the first families to live on the moon? What is it like living on the moon?
44. What I'd see if I were a cloud. View of any state or country (good research subject).
45. If I were the first girl (boy) on the moon. (Good when the astronauts were landing on the moon. Centered around study of space, astronauts, moon, etc.)
46. If I came from another planet, what would be my first impressions of the earth?
47. If I lived on the moon, what would I say to the first astronauts when they landed?
48. If I were the last person left on this earth, what would I do?
49. If I could be a magician and eliminate one thing, what would it be? Explain.
50. Write a story about being invisible. (Tell the children they are going to take a potion which will make them invisible. They are to tell about where they would go and what they would do.)
51. What would happen if you found a pair of wings – just your size – on the table when you came home from school tonight?

OTHER PEOPLE

1. A day in the life of . . . . (The blank is to be filled with the name of a family member or close friend of the Abraham Lincoln family. Assignment follows the annual trip to the Lincoln home.)
2. Write stories of what you think would have happened in history if Lincoln had not gone to the Ford Theater; if Paul Revere's horse had fallen and broken its leg, etc.
3. Can you guess my name?
4. Ben Franklin as I knew him.
5. Valley Forge, Pennsylvania. I was there – 1777.
6. I who named the sun.
7. I was born one hundred years ago.
8. (Given the ability) I would change places with . . . for twenty-four hours.
9. Write a story about little people who are no bigger than your thumb.
10. Pretend you are a baby waiting to be born and are floating on a cloud and looking down on earth for a mother to choose. (Assignment for Mother's Day.)
11. The witch who couldn't fly.
12. If I could be . . . for a day.
13. If I could be any character in a book, I'd be . . . .
14. If I could be a famous person, I'd be . . . .
15. If I were a pilgrim child.
16. If I were a cowboy (cowgirl, astronaut, football player).

OTHER OBJECTS

1. My life as a . . . . (The name of an instrument is supplied by the pupil who seeks to project feeling into an instrument played in the symphony. Assignment follows a trip to an afternoon symphony program.)
2. Pretend to be something that is not exactly alive and write about it (paper, tooth, eyebrow, teakettle, etc.).
3. I am a pumpkin (ghost, witch, cat).
4. I am a pumpkin on a doorstep.
5. I am a pumpkin in a field.
6. I am a tree (bell, gift, star).
7. I am a star on a tree.
8. I am a star in the sky.
9. I am Mickey Mouse.
10. I am a letter of the alphabet.
11. I am a turkey.
12. Why I want to be a lion (any animal).
13. What I'd do if I were a raindrop.
14. My name is Rudolph the Red-Nosed Reindeer.

15. My experiences as a lunch bucket.
16. My life as a sink stopper (or other).
17. What animal I would like to be – and why.
18. If I were a kite.
19. The giraffe's one wish.
20. Sam, the lonely shoe.
21. The little bee with no stinger.
22. If . . . (in summer, snow fell; turtles had no shells; a woman were elected President).
23. If textbooks could talk.
24. If I were a large Christmas present.
25. If I were a football, I would . . . .
26. If I were a bird, here is the song I would sing . . . .
27. If I were a flower, I would . . . .
28. If I were a Christmas tree.
29. If I were a mouse.
30. If I were a pet, I'd be . . . .
31. If I were a duck.
32. If I were a goldfish, I would . . . .
33. If I were any animal, I would be a . . . because . . . .
34. If I were a balloon, I would . . . .
35. If I were a pair of glasses, I would see . . . .
36. If I were a cloud in the sky.
37. If I were a purple turtle.
38. If I were a speck of dust, I would . . . .
39. If I were a school desk, I would . . . .
40. If I were a piece of chalk, I would . . . .
41. If I were an eraser, I would . . . .
42. If I were a blackboard, I would . . . .
43. If I were a TV set, I would . . . .
44. If I were a snow tire, I would . . . .
45. If I were a jingle bell, I would . . . .
46. If I were a Christmas dinner, I would have . . . .
47. If I were a Christmas tree, I would . . . .
48. If I could be a toy, I would be a . . . because . . . .
49. If I could be an inanimate object, what would I be? Why?
50. If I were a tube of toothpaste, I would . . . .
51. How I would feel if I were a flagpole (on a sunny day; on a rainy, cold day).
52. How I would feel if I were a piece of chalk (dragon, bulletin board, cardboard box, Christmas tree, star, flower, snowflake, choir).
53. If I were the sun (moon), I would . . . .
54. If I could be an animal, I would like to be a . . . .
55. If I were an ice cream cone.
56. If a door could talk, I'm sure it would say . . . .
57. If I were a raindrop, I would . . . .
58. If I were a butterfly, where I would be right now.

ANYTHING GOES

1. Name and write a story about this Wheeseit! (Any of Dr. Seuss's illustrations are good for this.)
2. The day the teacher turned into a . . . (monkey, dragon).
3. At the end of the rainbow, there is . . . .
4. How does it feel to be . . . ?
5. The day my pet learned to talk.
6. The day a . . . followed me home from school.
7. What in the world!
8. The day the President came to my house.
9. The magic birthday cake.
10. Pretend to be an inanimate object. Write how this might feel. (Examples: doughnut, flag, wind, apple, leaf.)
11. What would happen if there were no wood in the world? (Brainstorm.)
12. Everyone always told the truth.
13. We had only three fingers. (Some taped their fingers together.)
14. Pills were developed as a substitute for food (no restaurants but a chain of pill parlors).
15. If clouds had strings attached to them. (What would happen?)
16. Write a story on the following topic: What I would do if I knew I would be blind in three days.
17. What is a Zouch? (Obviously there is no such thing; experiment with the idea. Have the children write about it.)
18. Riding my polka-dotted butterfly.
19. Santa couldn't make it.
20. When the number 2 came alive.
21. Gleeple Zapsnorp gafoodle.
22. Life on the moon.
23. Christmas on the moon.
24. The sixth continent.
25. How the zebra got his stripes.
26. How the giraffe got his long neck.
27. How sleep began.
28. It's raining cats and dogs.
29. The day the sun forgot to rise.
30. A money tree.
31. Suddenly the sun disappeared.
32. The magic door.
33. One day it rained cats and dogs.

WORDS AS IDEAS

1. Poverty.
2. Fall.
3. Bugs (ants, insects).
4. Adults.
5. Loneliness.
6. Youth.
7. Age.
8. Fire.
9. Water.
10. Teeth.
11. Animals (peacocks, etc.).
12. Gossip.
13. Sewing.
14. Dust.
15. Reincarnation.
16. Mugging.
17. Football.
18. A blizzard.
19. Outward appearance.
20. So beautiful.
21. A mouse.
22. Strange music.
23. Broken window.
24. Tempting smell.
25. Rocky shore.
26. Faithful horse.
27. Stormy sea.
28. Abandoned mine.
29. Yelling crowd.
30. High-fenced yard.
31. Smoke of a signal fire.
32. Singing arrow.
33. Mysterious box.
34. Squirrels scampering.
35. Character traits.
36. Weather notations.
37. Generation gap.

38. Man with balloons.
39. A bear in your camp.
40. A plane failing to gain altitude.
41. P.R.J. capsule X2-17.7.
42. Two-brained animals.
43. Plastic model cars.
44. Flowers turning to the sun.
45. Birds singing in the trees.
46. About my finger paints.
47. Mental images (about the five senses).
48. Things that bring out feeling (happiness, etc.).

REPORTING

LEAD QUESTIONS

1. What I would like to see invented and why.
2. How many uses are there for a bottle?
3. How do poets give human feelings to inanimate objects?
4. What makes a good class?
5. What does a good teacher do?
6. What do good students do?
7. What does my name mean?
8. What is happy?
9. What makes me happy?
10. What is success?
11. What kind of friend am I?
12. What's so spooky about death?
13. What is your favorite subject?
14. Can cats be reincarnated?
15. What in the world bothers me?
16. What makes me sad?
17. What's the difference between liking and loving?
18. What does the teacher do when she's not in school?
19. Why do good guys always wear white hats?
20. What can I do to save our wildlife?
21. What are Eskimo schools like?
22. At what age do you think teenagers should start dating?
23. What do you think is the world's biggest problem?
24. What kind of car would you like to have?
25. Have you ever been discriminated against?
26. Is discrimination ever right?
27. What do you think is the worst kind of discrimination?
28. Why hasn't a black man ever been President?
29. How I would solve the world's biggest problem.
30. What is the favorite sport of the group?
31. What singing group do you like best?
32. Which is more important, grades or clothes?
33. What qualities do you admire most in teenagers (adults)?
34. How old would the majority of the people in your group like to be?
35. Where would you most like to travel?
36. What is the hardest part about growing up?
37. Are men or women easier to get along with?
38. Who are the most understanding teachers? Women or men?
39. How late do you think a student should be allowed to stay out on weekdays, weekends?
40. Whom do you talk to most about your problems – friends, parents, teachers, others?
41. What invention do you consider to be the most important to our civilization?

HEADLINES

1. Teacher's faults.
2. My trip to the museum (bakery, etc.).
3. The world outside.
4. I love the earth.
5. How dogs were domesticated.
6. My body, the wonderful human machine.
7. The meaning of friendship.
8. United States of America – the best place to live.
9. Exploring outer space.
10. U.S. aiding underdeveloped countries.
11. Going to college.
12. Community needs.
13. Lengthening the span of human life.
14. Origin of (a national holiday).
15. The family's heritage and culture.
16. Civilization from start to finish.
17. The meaning of a republican democracy.
18. The meaning of the future portrayed by clothes now.
19. The geography of my state and how it affects me.
20. Discuss the ethnographic history of the state.
21. The biggest problem in the U.S.A.
22. The educational needs of the younger genera ion to meet the needs of a changing world.
23. Responsibility of the student to the family, to the school, or to his community.

NEWS

1. Write a weather report (humorous or serious).
2. Write a news report on something that has occurred in your building recently (speaker, film, sports event, etc.).
3. Write a news report on a field trip or other school activities outside the building.
4. Write about how seasonal changes and weather phenomena such as snowflakes, raindrops on a windowpane, etc., came to be.

HUMAN INTEREST

1. Why I like TV.
2. What I'm thankful for.
3. Why I love horses.
4. What I want to learn in English.
5. Dating: what I think of it.
6. I like to hunt because . . . .
7. I like rainy days because . . . .
8. I like gym day because . . . .
9. I like being a girl (boy) because . . . .
10. I like reading because . . . .
11. I am glad to be an American because . . . .
12. The kind of candy I like best is . . . .
13. Here is how I would make a snowman . . . .
14. At the library, we should . . . .
15. At the circus, I like to see . . . .
16. At the zoo, the animal I like best is . . . because . . . .
17. The trouble with brothers (sisters) is . . . .
18. The trouble with teachers is . . . .
19. The team of the year I like best is . . . .
20. Why grandmothers are always nice.
21. When we are in school, we should . . . .
22. What I like (or dislike) about school.

23. A student's autobiography.
24. The advantages and disadvantages of being an only child.
25. The advantages and disadvantages of being an older brother (sister).
26. The advantages and disadvantages of being a younger brother (sister).
27. Why I admire G. W. Carver (can be used in study of any grade – with different heroes).
28. What determined the selection of the name of your school.
29. List five things the majority of your group would do with a million dollars.
30. Ways to make money (wash cars, mow lawns, have a circus, make colored-sand "rainbow" bottles).
31. What I'm not thankful for on Thanksgiving.
32. Who started the tradition of giving gifts at Christmas time?
33. The need for peace.
34. Needs and wants for Christmas.

MISCELLANEOUS

LANGUAGE FUN

1. Do a parody of a familiar poem.
2. Make up riddles about occupations (also jokes, etc.).
3. Make a three-sentenced spelling story.
4. Write a paragraph on future occupation (stressing sentence structure, punctuation, etc.).
5. Write a thank-you note without using the words "thank you."
6. Write a story or state an argument based on the lyrics of a popular song picked by you.

PUZZLES

1. Why do we eat?
2. What does a smile mean?
3. Why does a baby laugh?
4. What is laughter?
5. Where is yesterday?
6. Why does rain fall?
7. Where did the fog go?
8. Where do animals go when the snow falls?
9. How is a bottle of glue like a fire alarm?
10. What would happen if people forgot how to cry?

MOTIVATIONAL TECHNIQUES

USING WORDS

1. List adjectives found in a story or poem. Then use in own story, poem, or picture.
2. List on a piece of paper all the uses you can think of for a brick (five minutes).
3. Make up a story using all the spelling words you can.
4. Write your own haiku poetry about the earth.
5. The student writes a story he has read from a point of view different from that used in the original story.
6. Alliteration. Write a story with as many words as possible starting with the same letter or sound, i.e., "The daring dog darted down the driveway into the dark and dreadful subway."
7. Discuss trite similes (as bright as a silver dollar). Encourage children to create new space-age similes. "The lad was as bright as a laser beam." – use this as a story title to describe all the bright actions that justify use of this title.
8. Technique. Read and study a poem. Discuss prose and figurative language – specifically similes.
9. Discuss similes, conversation, and alliteration. Write a story about an animal using similes, alliteration, and conversation.
10. List gobbledegook for farmers, doctors, etc. Then write a farm story using the language of farmers. Do the same for other occupational and professional groups.
11. Original poems. Do after a study of rhyming words, punctuation, and style of simple poems (especially about holidays or seasons).
12. Limericks, five lines, rhyme scheme: a,a,b,b,a.
    I wish that my room had a floor;
    I don't care so much for a door,
    But this walking around
    Without touching the ground
    Is getting to be quite a bore.
13. One teacher's most successful writing lesson sprang from the introduction of the adjective. We talked about the adjective as that part of speech which helps to paint a picture with words – the kinds of words which help us to see, feel, hear, smell, or taste more precisely.

THERE ARE 169 MORE TOPICS NOT LISTED HERE

APPENDIX E

BIBLIOGRAPHY FORM

To list a reference book, text, or magazine article in your bibliography (your list of resources) in alphabetical order, begin with the name of the author or editor, last name first, and follow it with a period. Next comes the name of the book or magazine article. Capitalize the beginning letter of each important word, underline the whole title, and end it with a period. The remaining information can be found on the front and back of the book's title page: the city where the book was published, followed by a colon (:); the name of the publisher, followed by a comma (,); the date of publication, followed by a period (.). It will all look like this:

REFERENCES:

Blake, James A., Editor. Encyclopedia of Special Dates. New York City: Jones Publishing Co., 1975.

TEXTS:

Timmer, Elaine. The Fire Eaters. San Francisco: Free Press, 1979.

MAGAZINES:

Woodworth, Frank. Mrs. O'Leary's Cow Did It. Chicago: Lakeside Magazine, Oct. 14, 1926.

Don't forget people you interviewed!

PEOPLE:

Mr. John Capwell, my grandfather, who was there.
Mrs. Essie Jacobs, a neighbor, who remembers stories her mother told.

EVALUATION

(Circle one)

1. I have used the lesson plans to celebrate holidays. All Some Few None

2. I have used the lesson plans for other topics. All Some Few None

3. I suggest that these ideas be included in the Spring booklet:

5. Here are lesson plans I want to share:

Name _____

School _____

Please do complete and return this form to:

Kern County Superintendent of Schools Office
5801 Sundale Avenue
Bakersfield, California 93309
Attention: Muriel Dillard, Language Arts Consultant